

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • H-5

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Friends Around the World* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 60 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Where does Chang-Yong live? (in an apartment in South Korea)

What does he like to do? (play ball with friends)

Who does Jessica live with? (her mother, grandmother, and brother)

If time permits, repeat the steps above using part 2 of the passage, *Friends Around the World*.

Optional Activity

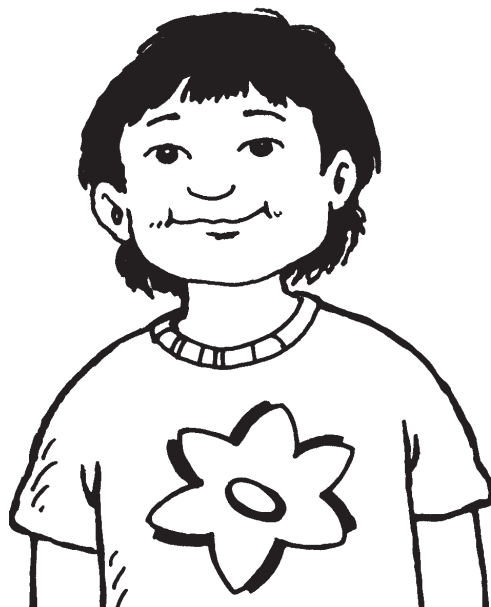


5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card, read the word, and tell you whether the word is a proper noun. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If incorrect, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

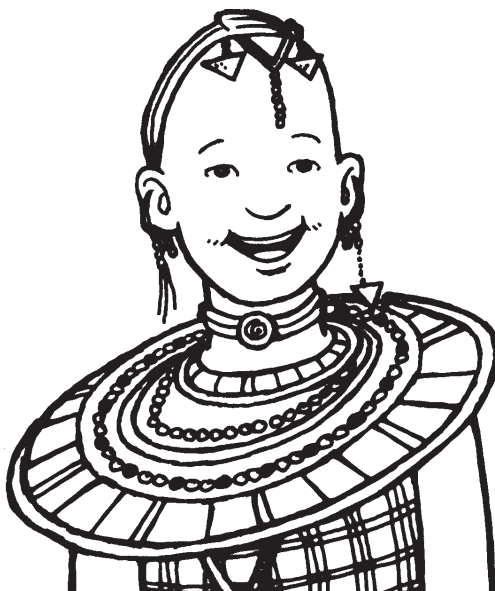
Part 1

Follow the sun around the world and find new	9
friends in new places.	13
Some are like you, and some are different.	21
But they all love to play and sing.	29
I am Chang-Yong, and I am ten.	37
My family lives in an apartment in South Korea.	46
I play ball with my friends after school.	54
Jessica is my name, and I am an Aboriginal Australian.	64
I am six, and my brother is four.	72
We live with my mother and grandmother.	79
My mother works as a cook.	85
I love to throw a boomerang.	91



Part 2

I am Natasha, and I am seven.	7
My home is an apartment in Moscow, Russia.	15
In winter, I wear a fur hat and coat.	24
I make snow houses and angels.	30
I love to eat pancakes called bliny.	37
I live in Tanzania, and Manka is my name.	46
We live in a wooden hut with a grass roof.	56
My father takes care of our cattle.	63
I help carry water from the well.	70
I like to wear my pretty beaded collar.	78
How are you like these children?	84
How are you different?	88

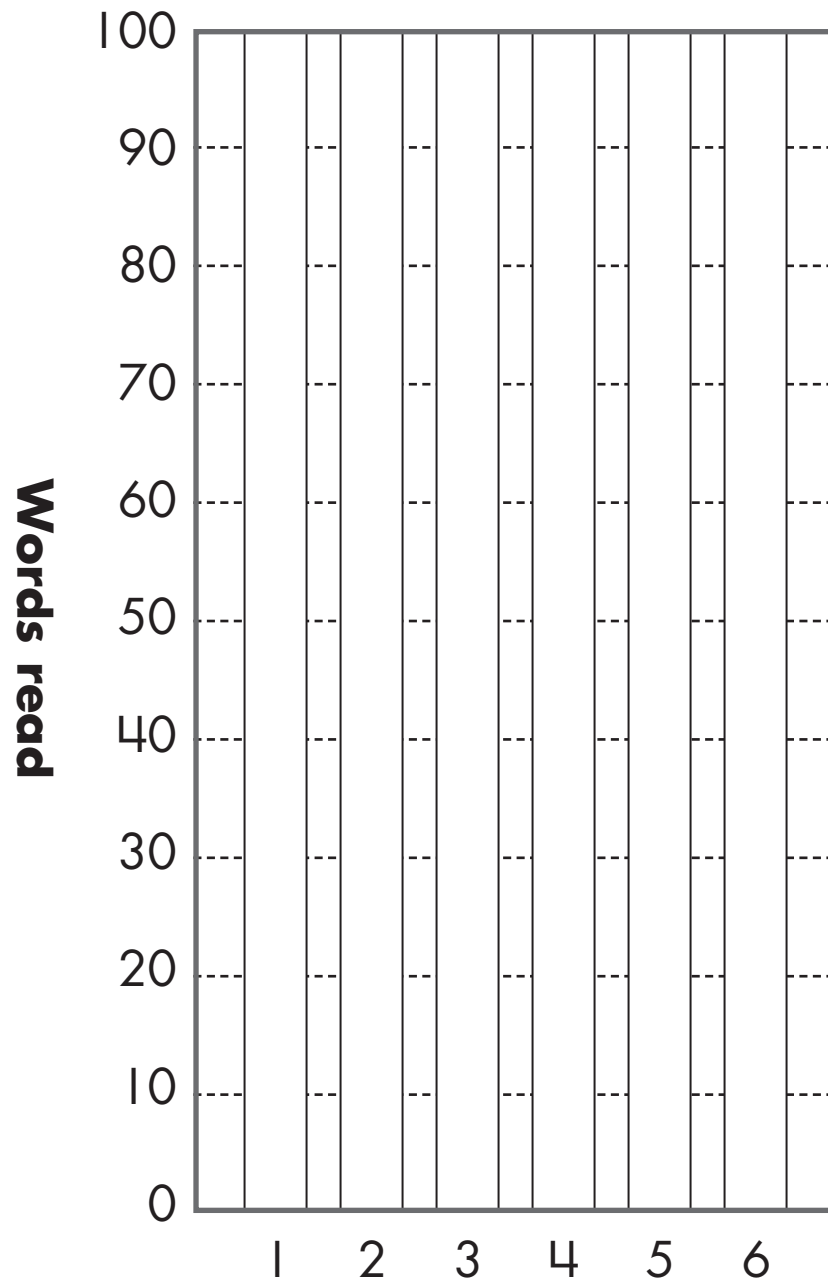


Fluency

Repeated Reading Bar Graph

Lesson H-5

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6



I 4	name 1	brother 1	Chang-Yong 2
friends 2	Korea 3	Australian 3	mother 2
grandmother 2	boomerang 1	Aboriginal 4	Tanzania 3
Natasha 3	Moscow 3	water 1	cook 2

